

Appendix B

Models of LEP Instructional Approaches

Glossary - Adapted from "Resource Materials for Planning and Self Assessments", Office of Civil Rights, U.S. Department of Education. November 30, 1999.

1. Submersion Program: A submersion program places LEP students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. *This program should not be confused with a structured English Immersion Program.*

2. Dual Language Program: Also known as *two-way or developmental*, the goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half speakers of the other language.

3. Transitional Bilingual: Also known as *early-exit bilingual education*, this program utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, developing and maintaining skills in English. The primary purpose of TBE (transitional bilingual education) program is to facilitate the LEP student's transition to an all-English instructional program while receiving academic subject instruction in the native or primary language to the extent necessary.

4. Late Exit Bilingual: Also known as MBE (maintenance bilingual education), this program uses two languages, the student's primary or native language and English, as means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.

5. Structured English Immersion: The goal of this program is acquisition of English language skills so that the LEP student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of LEP students, possessing either bilingual education or ESL teaching credential and/or training, and strong receptive skills in the student's primary language.

6. Sheltered English Instruction: An instructional approach used to make academic instruction in English understandable to LEP students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, art, music, and other subjects.

7. Content Based ESL: This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

8. ESL Self-Contained: English as a Second Language (ESL) program of techniques, methodology and special curriculum designed to teach LEP students English language skills, which may and should include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

ESL instruction is usually in English with little use of native language. ESL Self-Contained means that the children in the classroom are all LEP students who are attending this class for most of the school day.

9. ESL Pull-Out: English as a Second Language (ESL) program of techniques, methodology and special curriculum designed to teach LEP students English language skills, which may and should include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. Pull-Out means that the children served under this model are pulled out of the mainstream "submersion" classroom and then are provided minimal ESL instructional support in small groups or one-on-one setting for a couple of periods per school day or per week.

10. Newcomer Program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived LEP immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs, or mainstream classrooms with supplemental ESL instruction).

The Nevada Department of Education affirms that local educational agencies adopt appropriate policies, guidelines educational models and approaches to educate all children in accordance with Federal guidelines.